

CALIFORNIA SCHOOLS

***SEPTEMBER
1946***

CALIFORNIA SCHOOLS

Vol. XVII, No. 9
SEPTEMBER, 1946

ROY E. SIMPSON

Superintendent of Public Instruction

EDITOR:

IVAN R. WATERMAN

Chief, Division of Textbooks
and Publications

Official Publication Issued Monthly
by the California State Department
of Education

Entered as second-class matter May 8, 1930, at the
Post Office at Sacramento, California, under the Act
of August 24, 1912.



CONTENTS

	Page
The Study of History, Geography, and Related Subjects in the California Schools . . .	231
Departmental Communications	240
Interpretations of School Law	243
For Your Information	244
Professional Literature	259



THE STUDY OF HISTORY, GEOGRAPHY, AND RELATED SUBJECTS IN THE CALIFORNIA SCHOOLS¹

ROY E. SIMPSON, Superintendent of Public Instruction

The final adoption of textbooks in history and geography and related subjects for the higher elementary grades will mark one of the most important steps forward in California's educational program. For in making this adoption upon the recommendation of the State Curriculum Commission, the State Board of Education will—for the first time in California's history—provide for our teachers and youth a comprehensive guide to the study of that knowledge required that we, as Americans, may maintain our way of life.

All textbooks are important as aids to the teacher in bringing to the students the essence of world knowledge in a form understandable to the student as he progresses in educational growth. These textbooks, however, are particularly important. This is the Air Age. It is also the Atomic Age. Geographically, air transportation has brought the peoples of the world into a relationship scarcely dreamed of a century ago. What the Atomic Age, still in its infancy, portends for us and our youth we may as yet merely surmise; but we do know that Man, in his inventive-ness, has created new wonders, awe-inspiring in their capacity for progress or destruction. These textbooks will aid our students to understand this world better in its complexity of size and peoples. The course of study charted to accompany these texts will mark the channel leading toward the achievement of understanding. The teacher will be aided—as director, counselor, and friend—to successfully introduce our youth to this complex world in which we live. Without this understanding, only chaos lies ahead. Only too cognizant of this, hundreds of persons—lay and professional alike—have worked for years to bring this program of instruction to a form suitable for use in all the schools of our State. Their task has been a monumental one. To all of them we owe our thanks. They have worked faithfully and well. Approval of their carefully reviewed program means that now it may be put to the practical test in the schools. This is the highest compliment the State Board of Education can pay them.

For the record then, let me recapitulate today to you and to the public generally what this program or phase of study means to the youth and future leaders of California, a program that for most of the next

¹ Statement to the State Board of Education and State Curriculum Commission, August 24, 1946, Los Angeles.

decade at least may condition much of the thinking of our youth as they approach the manifold problem of their world.

This program of study in history, geography, and related subjects is intended for use in the fourth to eighth grades of the public elementary schools. Through their legislative representatives, the people of the State of California have declared certain prescribed courses shall be taught generally to all children during the eight years of elementary school instruction.

According to the Education Code, Section 10302:

The course of study in the elementary schools shall include instruction in the following prescribed branches in the several grades in which each is required pursuant to this article (Article 1 of Chapter 2, entitled "Elementary School Courses"): (a) reading, (b) writing, (c) spelling, (d) language study, (e) arithmetic, (f) geography, (g) history of the United States and of California, (h) civics including a study of the Declaration of Independence and of the Constitution of the United States, (i) music, (j) art, (k) training for healthful living, (l) morals and manners, and such other studies not to exceed three as may be prescribed by the board of education of the city, county, or city and county.

In addition, the following section (10303) provides that

A minimum of 50 per cent of each school week shall be devoted to reading, writing, language study, spelling, arithmetic, and civics in grades one to six, inclusive, and a minimum of 600 minutes of each school week shall be devoted to such subjects in grades seven and eight.

Elsewhere in the Education Code it is provided (Section 10051 and following) that

In all public and private schools located within the State, there shall be given regular courses of instruction in the Constitution of the United States, and in American history, including the study of American institutions and ideals.

Instruction in the Constitution of the United States shall begin not later than the opening of the eighth grade and shall continue in the high school course and in the courses in State colleges, the universities, and educational departments of State, municipal, and private institutions, to an extent to be determined by the Superintendent of Public Instruction.

As a part of the general school law of the State, the Superintendent of Public Instruction has urged the compliance of all school officials with these provisions.

It will be seen from a reading of these code sections that the youth of California are guaranteed and assured training in the commonly called "three R's"—reading, writing, and arithmetic—plus other studies required for physical and mental health, and an understanding of their world. Enrichment of their educational background is furnished by the provisions for teaching in art, music, and language study or litera-

ture. To further assure that none of these will be neglected or minimized, the law specifically states minimum periods of time which must be spent in the study of each subject.

To aid the teacher in instruction and to assure school books to all children, the State of California for sixty years has followed a policy of supplying texts to all children in the elementary grades, at first on the basis of cost, and for the last thirty years, free of any charge whatsoever.

In the Education Code the State Legislature has provided (Section 11151) that

The State Board of Education shall adopt and provide one or more basic textbooks in each of the studies prescribed for the elementary schools of this State by Section 10302 of this code, except in art and in morals and manners. The board may also adopt and provide other textbooks, supplementary books, and teachers' manuals for use in the elementary schools of the State. The board may cause such textbooks, supplementary books, and teachers' manuals to be printed by the State Department of Finance (the State Printing Plant).

In the Code the Legislature also provided (Section 10009) :

The Curriculum Commission shall study problems of courses of study in the schools of the State and may recommend to the State Board of Education the adoption of minimum standards for courses of study in the kindergarten, elementary, and secondary schools.

And in the following section (10010) :

Courses of study in the public schools shall conform to such minimum standards when adopted.

In another section of the Education Code (11155) it is provided :

The State Curriculum Commission shall recommend to the State Board of Education, specifications for textbooks for uniform use in the schools of the State so that the textbooks adopted shall conform to the minimum standard for courses of study.

And in the following section (11156) :

The State Curriculum Commission may also study the textbooks submitted to the State Board of Education and make recommendations thereon to the State Board of Education. The State Curriculum Commission shall give preference to California produced books of equal or superior merit. . . .

Thus, to summarize, we may say that the State Board of Education, a body of laymen appointed by the Governor with the advice and consent of the Senate, has been set up by the Constitution to direct the general educational policy of the State; and that the State Curriculum Com-

mission, composed of the Superintendent of Public Instruction and nine additional school officials or teachers (the latter appointed by the Superintendent with the approval of the Board), has been set up by law to recommend to the board courses of study and textbooks for use in the elementary schools.

The Superintendent of Public Instruction serves as executive officer and secretary of the Board, but has no voting privilege thereon. As chairman of the Curriculum Commission, he may vote on commission matters. By the Education Code (Section 11245) the Superintendent directs the distribution of textbooks. Neither members of the Board nor members of the State Commission receive payment for their services to the state agencies; they are reimbursed for their actual expenses in attending meetings.

Historically, the development of courses of study in history, geography, and related subjects extends back to the late 1920's, with the publication of two teachers' guides. In the mid-thirties the Commission again sponsored a state-wide curriculum study. Meanwhile, as in developments in other fields of human knowledge, newer techniques of teaching were being discovered throughout America and applied in California classrooms. Events in our world were changing swiftly, geographical concepts of time and distance were being altered. The teachers' guides were concerned primarily with problems of teaching method and procedure; they did not provide for a completely planned course of study in history, geography, and related subjects.

At the time when the previous adoptions of textbooks in history, geography, and related subjects were required by law, educational practice in California in the teaching of these studies was not uniform. It was difficult to select any text or group of texts which would comply with course of study requirements of the different communities of the state.

A survey covering these subjects made by the Department of Education and submitted to the State Curriculum Commission in 1941 revealed that there was little uniformity in what children in various parts of the state were studying, grade for grade. To provide uniform state textbooks as required by law, under such conditions, was most difficult.

To solve the problem a huge program was set in motion: Various professional educational organizations participated in developing a proposed state uniform program; individual school systems sent to the Department of Education their current course of study outlines; public hearings were held. With the mass of data obtained members of the Commission met to harmonize these varied proposals into a composite pattern. The resulting preliminary draft was further refined in subsequent meetings of the Commission and finally, at the July, 1945, meeting

of the State Board of Education, the Curriculum Commission recommended and the Board adopted the grade allocations as submitted, for grades four to eight inclusive.

The Commission did not recommend grade allocations for the first three grades, for no State texts are contemplated at this time for those levels in history, geography, and related subjects.

The Commission, in presenting its recommendations, stressed that they were offered as the only practical basis for moving in the direction of an essential, and irreducible, minimum of uniformity in the study of history, geography, and related subjects. It is not necessary, in the judgment of the Commission, to do more at the state level than specify the general areas of teaching at the various grade levels. Books and other instructional materials furnished on the basis of these general decisions may be utilized in the individual school systems in accordance with the specific provisions of local courses of study and by methods which are deemed appropriate by the school officials and teachers in the communities served.

Upon the adoption of the Commission's report, the Board on October 1, 1945, issued a call for bids for textbooks for use as basic or supplementary texts in the program. On receipt of this call, 116 books were submitted for consideration by thirteen publishers and two authors. From these the Curriculum Commission, through evaluations made by approximately three hundred school officials and teachers, recommended six as basic and nineteen as supplementary textbooks to the Board at its meeting July 12-13, held in San Francisco.

At this meeting the first public protest to the course of study voted upon in public meeting by the board in July, 1945, and under consideration for many months before, was made.

The Board, at the time it opened bids for the books, decided to study the recommendations at some length. To this end, copies of each book were furnished each member for study. The Board then directed that final consideration of the adoption of such texts be given at a special public meeting of the board August 24 in Los Angeles.

It is intended, in the present plan of the Board, that the books recommended will be available to schools on July 1, 1947, for use during a period of not less than six, nor more than eight, years thereafter.

The grade placement of subject matter which may be followed in utilizing the new adoptions, as approved by the Board July 7, 1945, is reproduced in the following pages.

CRITERIA FOR EVALUATION OF TEXTBOOKS IN HISTORY, AND
GEOGRAPHY, AND RELATED SOCIAL STUDIES
FOR GRADES FOUR TO EIGHT

(Adopted July 7, 1945)

I. GRADE PLACEMENT OF SUBJECT MATTER

In accordance with the Framework for the Social Studies of the State Curriculum Commission, it is assumed that the social studies program of the primary grades will have provided experiences leading to social understanding of home, school and community life, and such problems as how man obtains food, clothing, and shelter, appropriate with the maturity of primary children.

Fourth Grade

California and Mexico

- A. Early California.
- B. Contemporaneous Mexican life.

Fifth Grade

The United States

- A. Colonization and settlement.
- B. Geographic studies, including the physical features, natural resources and conservation needs of our country.
- C. American period in California with emphasis on geographic environment.

Sixth Grade

The Western Hemisphere and Pacific Area, emphasizing the function of transportation and communication as integrating factors.

- A. Emphasis on discovery, and colonization and settlement.
- B. Consideration of chief geographic features, economic resources, and occupations of people.
- C. Transportation, emphasizing a better understanding of economic and geographic relationships.
- D. Communication, emphasizing a better understanding of cultural relationships.

Seventh Grade

The Eastern Hemisphere: The cultures and their contributions to our civilization.

- A. A study of the geographic, economic and cultural factors underlying the life of selected peoples in Asia, Europe and Africa.

Eighth Grade

United States History, Geography and Civics.

- A. Development of the United States with emphasis on large movements; social, political and economic.
- B. Regional geography.
- C. The people of our nation.
- D. American ideals, beliefs, and conceptions as expressed in great American documents. Rights, privileges and responsibilities of citizens.

The use of the term "social studies" has led to much needless confusion among school teachers and officials, and the public generally. Actually the term itself provides a convenient way of referring particularly to those portions of history, geography, economics, political science, and sociology which are regarded as suitable for study in elementary and secondary schools. It has nothing to do, as it is understood by school teachers and administrators, with the advocacy of socialism, or social entertainment. In educational circles, it is a handy word combination, just as the term "gasoline motor" is convenient to describe those types of mechanical power mechanisms made up of spark plugs, pistons, valves, crankshafts, and related parts.

In advocating teaching of the "social studies," then, we merely are referring to the teaching of the subjects just mentioned, as history, geography, etc. Just as when we say "the three R's" we are referring to the teaching of reading, writing, and arithmetic.

It is in determining how these individual subject matters shall be presented to the students that we enter into a field in which more legitimate criticism may be offered.

Basically, in all education it is the teacher who determines just how effective the education of our youth will be. In modern education, as in the past, the teacher is looked upon for direction, guidance, and counsel. Ideally, the teacher is selected by a community because of training, education, and wisdom, to determine what knowledge and experiences may best be organized and presented to the children to aid them to develop their lives to the fullest and find a place in life in which they may render the greatest service to themselves and their fellows.

To aid the teacher, and to assure more uniform educational opportunities for each of our youth, we provide school buildings, textbooks, other teaching aids, local and state administration, and funds to carry on this program.

Certain subjects are self-evident. The child must be taught to read, to write, and to compute mathematically. His physical health must be

maintained and promoted. His mental development must progress, so that he understands and appreciates the importance of and necessity for moral virtues and courteous manners. His life must be enriched by an understanding of the joys and healthful values of art, music and literature. And, for our American Society at large, he must be taught about his native land: How it came to be, who has lived upon it, how its resources have been developed, how its government was organized and has progressed; what beliefs in the worth and significance of the individual man it has fostered and fought to maintain. All this to the end that when his formal school days are completed, he may take pride in being an American citizen, and through his understanding of the other peoples of the world, a better citizen of society.

During the last few decades, however, world progress in all fields has been so awe-inspiring, so vast and almost limitless, that many teachers and parents have questioned just how much and how fast we must teach our children, particularly in those subjects that will aid them to understand the way of life about them, and to which, as new members of society, they are committed.

Too much complex knowledge, tendered too fast, will only confuse, puzzle, and embitter the student. Too little will leave him a victim of his own ignorance of the world about him. Particularly in the teaching of such subjects as history and geography—where change has come so swiftly and almost overpoweringly—has the increased attention of teachers and school officials been centered. One major objective has guided them in California: The development of the highest quality of citizenship.

In growing from infancy upwards, all humans are constantly in the process of adjusting to their physical and social environment. At present, in the elementary schools of California, we are seeking to introduce children to the broad pattern of life rather than to single out separate studies of subject matter more nearly in the manner in which adults would attack the problem. This is particularly true in the first three grades. From the fourth grade upwards the treatment of history, geography, and the related social studies becomes less general and more particular. In high school this broadening of understanding allows the student to be still more specialized in his study of subject matter, and in the university, of course, he may concentrate upon fields of understanding in one or more scientific levels of accomplishment.

Thus, through the years, we seek to inculcate in our California youth an understanding of and an appreciation for all that mankind has achieved by experimentation, failure, and success, and an awareness

of the marvels of the universe about him. This, in general, is the subject matter of the social studies.

Some would have us just "teach history," rather than social studies. This signifies little. History is a part of a whole. And for us, its main importance is as it contributes to our ability to deal with the present and future, rather than solely as a glorification of the past. Honor and respect we must have for the latter, surely, but not to the extent of over-emphasis, distortion of truth, and sloganry.

Ours is a great nation, and despite all its faults, misunderstandings, and backslidings our world has made amazing progress in many fields of human progress. If we can leave that thought with our youth, can give them a sane, balanced understanding of themselves and the world about them, and can provide them with the tools to take their places in the world as good citizens, we shall do our part well.

DEPARTMENTAL COMMUNICATIONS_____

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

SUPERINTENDENTS CONFERENCE

The annual state-wide conference of city, county, and district superintendents of schools has been called to meet in Coronado on October 2, 3 and 4, 1946. Headquarters will be established at Hotel Del Coronado and all meetings will be held there.

The program is being prepared with the assistance of the Association of California Public School Superintendents.

APPOINTMENTS TO STAFF

CONSULTANT IN HEALTH EDUCATION

Bernice Moss, formerly School Health Consultant for the California State Department of Public Health, has been transferred to the staff of the California State Department of Education as Consultant in Health Education, effective June 1, 1946. Dr. Moss has had many years of experience in the field of Health Education, having been an instructor in Hygiene at the University of Utah, and Utah State Director of Health, Physical Education and Recreation. She recently received the Doctor of Education degree from Stanford University. Dr. Moss will serve as the Consultant in Health Education in the Health, Physical Education, and Recreation Section of the newly established Division of Instruction, with headquarters in the Library and Courts Building, Sacramento.

CONSULTANT IN EARLY CHILDHOOD EDUCATION

Della M. Perrin was appointed to the position of Consultant in Early Childhood Education, Division of Elementary Education, and began work July 1.

Miss Perrin comes to the Department from Contra Costa County where she has served as general supervisor of elementary schools for the past three years. Prior to her work in California, Miss Perrin was assistant professor of education and director of elementary student teaching at the University of Vermont. She was visiting instructor in Early Childhood Education at the University of Nebraska for four summers, and has taught in the schools of Council Bluffs and Sioux City, Iowa, and of Lincoln, Nebraska, and as demonstration teacher at the University of Nebraska. She is a graduate of the University of Nebraska and received

the M.A. degree from Columbia University, with further graduate study at Yale and Stanford universities.

CONSULTANT IN EDUCATION OF PHYSICALLY HANDICAPPED CHILDREN

Romaine P. Mackie, recently appointed Consultant in the Education of Physically Handicapped Children for the southern California area, comes to California from Hunter College of the City of New York where she was engaged in training teachers of physically and mentally handicapped children. While there, Dr. Mackie acted as civilian co-ordinator of the Naval School Rehabilitation Hospital Corps conducted jointly by the Navy and Hunter College. She formerly served as principal of the School for Crippled Children at Columbus, Ohio.

Dr. Mackie received the Ph.D. degree at Columbia University after study at Ohio Wesleyan and Ohio State universities. She is author of *Crippled Children in American Education*, published by Teachers College, Columbia University, and several articles relating to this subject.

Her work in southern California will be carried on from headquarters at 311 California State Building, Los Angeles 12, and will include supervision of the program at the new state school for the care of children suffering from cerebral palsy which is being operated in a portion of the plant of the Children's Hospital in Los Angeles.

SURPLUS WAR PROPERTY AGENT

Edwin K. Dole was appointed, effective August 1, to the position of Surplus War Property Agent. He will have charge of the activities of the Department of Education in its capacity as State Educational Agency for Surplus Property. Headquarters of the Agency are established at 1721 16th Street, Sacramento 14, and branch offices are already in operation in San Francisco and Los Angeles.

Mr. Dole served the Department as assistant in the administration of the War Production Training Program from 1942 to July, 1944, when he entered the Navy with a commission as Lieutenant, junior grade. Under the military government training program he studied the Japanese language. He was assigned to General MacArthur's staff after the occupation of Japan, as Lieutenant, senior grade, with duties of Officer in Charge of Civil Information and Education in the First Corps of the Eighth Army, supervising educational activities in 23 prefectures of southern Japan.

He is a graduate of Pacific University, Forest Grove, Oregon, and has engaged in graduate study at Stanford University, where he was instructor in the Department of Political Science from 1940 until his first appointment to the State Department of Education staff in 1942.

DIVISION OF RESEARCH AND STATISTICS

HENRY W. MAGNUSON, Chief

PROGRAM OF STATE-WIDE SURVEYS

Basic information of a state-wide nature is essential for solution of many of the problems that face California educators today. The State Department of Education will therefore initiate a series of statistical surveys in the near future.

Two official survey forms will be sent by the Division to educational personnel during the month of October. These forms, requiring a minimum amount of time for completion, are concerned with such items as enrollment, teacher load, salaries, and other personnel data. From these surveys it is planned to secure basic information which may be used to advantage in attacking educational problems at both the state and local levels.

As data from the surveys are collected and interpreted, summaries will be made available to the profession through regular state publications and special releases. A continuing program will be in effect to keep such information up to date. It is the plan of the State Department of Education to have a current and comprehensive picture of education in California available to all those in need of such pertinent information.

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATION

Supplement to List of California Educational Institutions Approved to Offer Training to Veterans Under Public Law 346. Sacramento: California State Department of Education, June 30, 1946. Photo offset from typewritten copy. Pp. 8.

This supplement contains the names and addresses of educational institutions that have received temporary approval to offer training to veterans under Public Law 346, during the months of April, May, and June, 1946. It was prepared by the Division of Readjustment Education, which is the approving agency, and is printed in a form that permits it to be affixed inside the back cover of the original list published in April. Subsequent supplements will be issued as needed.

Copies of the supplement may be had upon request to the offices of the Division of Readjustment Education at 1121 South Hill Street, Los Angeles 15, or 933 Forum Building, Sacramento 14.

INTERPRETATIONS OF SCHOOL LAW _____

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

APPELLATE COURT DECISIONS

Use of School Buildings as Civic Centers

Education Code Section 19432, which authorizes the governing board of a school district to require any person applying or members of any organization applying for the use of public school property under the Civic Center Law (Education Code Sections 19431-19439) to make and deliver to the board an affidavit stating facts showing whether such person or organization is a subversive element as defined in the Civic Center Law, is, in the absence of any showing of clear and present danger of substantive evils sought to be prevented, unconstitutional because in violation of the First and Fourteenth Amendments of the United States Constitution which guarantee free speech and the right of peaceful assembly. (*Danskin et al. v. San Diego Unified School District et al.*, 28 AC 551.)

ATTORNEY GENERAL'S OPINIONS

Effect of Proposition No. 3 (1946) on Retirement Systems for School District Employees

The fifth paragraph of Section 6 of Article IX of the State Constitution as proposed to be amended by Proposition 3 on the November 1946 General Election ballot refers only to a retirement system created by charter where teachers are a part of the county or city and county retirement system and where the basis for determining contributions and benefits is, under such charter, upon the proportion of the salaries of teachers paid by the county or city and county. (AGO 46-190, 7 Ops. Cal. Atty. Gen. 378.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at the regular quarterly meeting held in San Francisco on July 12 and 13, 1946, and at the special meeting in Los Angeles on August 24, 1946.

MEETING OF JULY 12 AND 13

Approval of Educational Organizations. In accordance with Education Code Section 4861, the Board approved the following organizations as organizations for which memberships for schools may be paid from school district funds during the school year 1946-47:

- American Association of Collegiate Registrars, G. E. Metz, Secretary, Clemson College, Clemson, South Carolina
- American Association of Junior Colleges, Winifred R. Long, Acting Executive Secretary, 1201 Nineteenth St., N.W., Washington 6, D. C.
- American Association of School Administrators, S. D. Shankland, Executive Secretary, 1201 Sixteenth Street, N.W., Washington 6, D. C.
- American Council on Education, George F. Zook, President, 744 Jackson Place, N.W., Washington 6, D. C.
- Association of California Public School Superintendents, Homer H. Cornick, Secretary, P. O. Box 626, Santa Cruz, California
- Association of California Secondary School Administrators, Harold B. Brooks, Secretary, George Washington Junior High School, 1450 Cedar Avenue, Long Beach, California
- Audio-Visual Education Association of California, Tobert Reinhard, Secretary, 808 No. Spring Street, Los Angeles 12, California
- California Association of Public School Business Officials, D. Lloyd Nelson, Secretary, Alhambra City Schools, c/o George Yelland, Alhambra, California
- California Junior College Federation, John H. McCoy, Secretary, Santa Ana Junior College, Santa Ana, California
- California Scholarship Federation, Mrs. Dorothy M. Brass, Secretary, Room 208, 2207 Shattuck Avenue, Berkeley 4, California
- California Society of Secondary Education, Lillian M. Perry, Secretary, Rooms 9 and 10, Haviland Hall, University of California, Berkeley 4, California
- Department of Visual Instruction of the National Education Association, Vernon G. Dameron, Secretary, 1201 Sixteenth St., N.W., Washington 6, D. C.
- Educational Film Library Association, Inc., Emily S. Jones, Executive Secretary, 45 Rockefeller Plaza, New York 20, New York.
- The National Association of School Business Officials, H. W. Cramblet, Secretary, 341 S. Bellefield Avenue, Pittsburgh 13, Pennsylvania
- National Council on Teacher Retirement of the National Education Association, Jennie Roch, Secretary-Treasurer, 1201 Sixteenth Street, N.W., Washington 6, D. C.
- National Education Association of the United States, Willard E. Givens, Executive Secretary, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Northern California Junior College Association, Kathleen L. Seagraves, Secretary, Marin Junior College, Kentfield, California

Southern California Junior College Association, Elmer T. Worthy, Secretary, Glendale College, Glendale 8, California

Western Association of Colleges and Secondary Schools, A. J. Cloud, Secretary, San Francisco Junior College, Ocean and Phelan Avenue, San Francisco 12, California

Appointment to Teachers Retirement Board. The Board appointed Mrs. Louise Byer Gridley, of Berkeley, to membership on the Teachers Retirement Board to fill the vacancy resulting from resignation of William P. Dunlevy of San Diego.

Approval of Petitions for Elections to Form Junior College Districts. The Board approved petitions submitted pursuant to Education Code Section 3234 for the holding of elections to form junior college districts as follows:

1. The territory included in the Centinela Valley Union High School District, the Redondo Union High School District, and the El Segundo Unified High School District, all in Los Angeles County.
2. The territory included in the Santa Barbara City High School District, in Santa Barbara County.

Regulations on Approval of Institutions for Education and Training of Veterans, Including Correspondence Schools. The Board amended its Rules and Regulations by rescinding Subchapter 6 of Title 5, California Administrative Code, relating to approval of institutions for education and training of veterans, and adding a new Subchapter 6 in its place. Sections 1400 to 1412, inclusive, of Article 1 of the new Subchapter 6 relate to Approval of Institutions for the Education and Training of Veterans; Sections 1420 to 1424, inclusive, relate to Approval of Correspondence Schools for Education and Training of Veterans. Mimeographed copies of the new rules may be obtained on request to the Division of Readjustment Education, California State Department of Education, 933 Forum Building, Sacramento 14.

Regulation on High School Diplomas for Veterans. The Board amended its Rules and Regulations by adding to Title 5 of the California Administrative Code a new section, 101(f), to read as follows:

101(f). The governing board of a school district maintaining a high school may award a diploma of graduation to an honorably discharged veteran of World War II who has completed Tests of General Educational Development (high school level) prepared by the American Council on Education with an average standard score of 45, or above, on the five tests in the battery and with a standard score of 35, or above, on each of the five tests in the battery, and who has met the State legal requirement of United States History and United States Constitution in addition to the requirements prescribed by the governing board of the school district granting the diploma.

Regulation on Disposal of Obsolete Textbooks. The Board amended its Rules and Regulations by adding to Title 5 of the California Administrative Code a new section, 45(f), which relates to methods of disposal of old and obsolete State Series Textbooks, permitting disposal as follows:

45(f). By donation to any State, Territory or possession of the United States or the government of any country which formerly was a Territory or possession of the United States.

Accreditation of Teacher Education Institutions. The Board revised its regulations relating to accreditation of teacher education institutions for purposes of recommending issuance of credentials authorizing public school service by approving institutions as follows, to recommend candidates for specified credentials for periods as indicated:

COLLEGE OF PACIFIC: Secondary School Administrative Credential, for the school year 1946-47

SAN JOSE STATE COLLEGE: General Secondary Credential and Special Secondary Credential in Speech Correction for the period ending June 30, 1949

OCCIDENTAL COLLEGE: Junior College Credential, for the school year 1946-47

Establishment of Credential for Supervising School Budgets. The Board established a credential for supervising school budgets, applicable in school districts which have adopted the merit system for non-certificated employees. The regulations relating to the credential, Article 54, Sections 481 to 483 of Title 5, California Administrative Code, read as follows:

Article 54. Credential for Supervising School Budgets

481. Application. An applicant for the credential for supervising school budgets shall comply with the procedure prescribed for application (Section 201) and shall have completed a program including the following minimum requirements:

(a) Two years of successful accounting experience on a level not below that of accountant in a public agency or agencies.

(b) Junior standing in a college or university.

(c) Either eighteen semester hours of college work covering the following:

- (1) Cost Accounting
- (2) Business Management
- (3) Public School Finance
- (4) State, County, and City School Administration
- (5) Advanced Statistics
- (6) School Law
- (7) Other Professional Courses in Education

or the completion of eight semester hours of college work taken from any one or more of items 1 to 6 above, and five years of successful experience as chief and/or assistant chief accounting officer of a school district.

482. Authorization for Service. The credential for supervising school budgets authorizes the holder to supervise, in any school district which has adopted the merit system for employees in positions not requiring certification qualifications the preparation of budgets of funds to be used for educational purposes when this is the major function of his position in the school district.

483. Term. The credential for supervising school budgets may be issued for a period of two years and may be renewed for periods of five years in accordance with provisions of Section 202.

Regulations Relating to Life Diplomas. The Board revised its Rules and Regulations relating to application for life diplomas by amending Section 203 of Title 5, California Administrative Code, to read as follows:

203. (a) Life diplomas are granted in accordance with the provisions of Article 10, Chapter 1, Division 7 of the Education Code and rules and regulations of the State Board of Education.

(b) Combination life diplomas shall not be issued.

(c) A separate application must be submitted for a life diploma in each level of subject field for which application is made.

(d) The application shall be submitted, on the form provided by the State Board of Education, to the county superintendent of schools of the county in which the applicant is serving, or if an applicant is not employed, to the county superintendent of schools of the county in which he last served.

(e) The application shall be accompanied with:

(1) A recommendation, on the form provided by the State Board of Education, from the county board of education of the county in which the applicant is serving, or if the applicant is not employed, from the county board of education of the county in which he last served.

(2) A health certificate, on the form prescribed by the State Board of Education, dated within 6 months prior to the date of the submission of the application.

(3) A \$3.00 fee in the form of a money order, cashier's check or certified.

(4) Original letters from responsible persons having knowledge of the facts verifying that the applicant has completed the experience required by law and these rules and regulations showing the inclusive dates of such experience, the actual number of months thereof and the degree of success attained therein.

(5) The applicant's county certificate or state credential authorizing the specific service to be designated on the life diploma for which application is made. A combination certificate or combination state credential may be used as a basis for a life diploma in each of the levels or subject fields named therein.

(6) If the application is based upon an elementary county certificate granted upon examination, a complete record of the history of the certificate must be submitted. If such county certificate was issued upon a certificate originally issued by the county board of education of another county upon examination, the latter certificate must also be submitted if in the possession of the applicant; if such original certificate is not in the

possession of the applicant, the necessary information shall be secured from the county of original issue by the recommending county board of education.

(7) If the application is based upon a county certificate issued upon a normal school diploma, the date of the normal school diploma must appear on the certificate, or if such date does not appear on the certificate both the county certificate and the normal school diploma shall be submitted.

(f) When the application is approved by the county board of education, such approval shall be recorded on the county board of education recommendation for life diploma form provided by the State Board of Education.

(g) The application, when complete, shall be submitted by the county superintendent of schools to the Commission of Credentials.

The Board also added to its Rules and Regulations, Subchapter 3 of Chapter 1 of Title 5, California Administrative Code, a new article 53, comprising Sections 476-478, as follows:

Article 53. Life Diplomas

476. Application. (a) An applicant for a life diploma shall comply with the procedures prescribed for application (Section 203), and shall have completed the following minimum requirements:

(1) In the case of applicants for administration, supervision, attendance officer, or health and development life diplomas, an applicant must have completed forty-eight school months of successful school experience, at least twenty-one of which have been in the public schools of California or in schools maintained for minors by publicly controlled California institutions, in the field of the life diploma for which application is made.

(2) In the case of applications for life diplomas other than administration, supervision, attendance officer, or health and development, an applicant must have completed forty-eight school months of successful school experience, at least twenty-one of which have been in the public schools of California or in schools maintained for minors by publicly controlled California institutions.

(b) Each 20 days of substitute service shall be accepted as one month of experience. In presenting evidence of such experience, the actual number of days thereof shall be submitted.

(c) Each 80 clock hours of night school or part-time service shall be accepted as one month of experience. In presenting evidence of such experience, the actual number of hours thereof shall be submitted.

(d) In no case shall credit for more than one (1) day or four (4) clock hours of teaching experience be accepted for service rendered during any one (1) calendar day.

477. Authorization for Service. A life diploma authorizes the holder to perform the services named therein. A general secondary life diploma issued on the basis of a general secondary credential issued prior to December 31, 1936, and continuously kept in force thereafter, shall authorize the holder to teach in both elementary and secondary schools.

478. Term. A life diploma is valid for the life of the holder except as it may be sooner suspended or revoked as provided by law.

MEETING OF AUGUST 24

Adoption of Textbooks in History and Geography. The Board adopted the following basic textbooks and supplementary textbooks in history and geography for grades as indicated and for adoption periods of not less than six years nor more than eight years, beginning on dates as indicated:

BASIC TEXTBOOKS

- | | |
|---|--|
| History, grade 5
July 1, 1947 | <i>My Country</i> , by Merlin M. Ames, Jesse H. Ames, and Odille Ousley, published by the Webster Publishing Company |
| Geography, grade 5
July 1, 1947 | <i>The American Continents</i> , by Harlan H. Barrows, Edith Putnam Parker, and Clarence Woodrow Sorensen, published by the Silver Burdett Company |
| History and Geography,
grade 6
July 1, 1948 | <i>Our American Neighbors</i> (California Edition), by J. G. Meyer, William H. Gray, and Ralph Hancock, published by the Follett Publishing Company |
| History and Geography,
grade 7
July 1, 1948 | <i>Gifts From the Old World</i> (California Edition), by J. G. Meyer, O. Stuart Hamer, and Lillian Grisso, published by the Follett Publishing Company |
| History and Geography,
grade 8
July 1, 1947 | <i>The United States of American</i> (with Geography Unit), by C. H. McClure and W. H. Yarbrough, published by Laidlaw Brothers |

SUPPLEMENTARY TEXTBOOKS

- | | |
|----------------------------------|---|
| History, grade 4
July 1, 1948 | <p><i>A Child's History of California</i>, by Enola Flower, published by The Caxton Printers, Limited
(For distribution on the basis of one book for each three pupils)</p> <p><i>California Beginnings</i>, by Lola B. Hoffman, published by Harr Wagner Publishing Company
(For distribution on the basis of one book for each five pupils)</p> |
| History, grade 5
July 1, 1947 | <p><i>New England Colonial Days</i>, by Marcelle Laval Duffe
 <i>New Amsterdam Colonial Days</i>, by Marcelle Laval Duffe
 <i>Southern Colonial Days</i>, by Marcelle Laval Duffe
 <i>Prairie Children</i>, by Gina Allen
 <i>On the Oregon Trail</i>, by Gina Allen
 <i>Down the Santa Fe Trail</i>, by Frances Cavanah
 <i>Story of Democracy</i>, by Harriet Bunn</p> <p>Above seven books published by Row, Peterson and Company (For distribution on the basis of one of each of the books for each five pupils)</p> |

History, grade 8
July 1, 1947

The Story of Our Republic, by Melville Freeman, published
by the F. A. Davis Company
(For distribution on the basis of one book for each five
pupils)

OUR FREEDOMS SERIES, by Chester S. Williams, published by
Row, Peterson and Company

The Rights We Defend

Right of Free Speech

Liberty of the Press

Religious Liberty

Fair Trial

(For distribution on the basis of one of each book for
each five pupils)

The State Curriculum Commission also recommended for adoption as supplementary textbooks *Building America*, grade 7, and *Building America*, Volumes I and II, grade 8. In connection with this recommendation, the State Board of Education adopted the following resolution.

RESOLVED, that in accordance with the recommendation of the State Curriculum Commission that the series "Building America" should be subject to editorial revisions, the publishers are requested to revise the series in co-operation with the Curriculum Commission and the State Department of Education, and to submit the revised books to the Curriculum Commission for its further consideration and recommendation to this Board.

Approval of Establishment of Junior Colleges. The Board on recommendation of the Superintendent of Public Instruction, approved requests from Centinela Valley Union High School District, Redondo Union High School District, and El Segundo Unified School District, all in Los Angeles County, to establish and maintain junior colleges in accordance with Education Code Section 8812.

CALENDAR OF EDUCATIONAL MEETINGS

During 1946-47 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meeting has been decided, but complete information will be given in subsequent issues. The following schedule of meetings and conferences of state-wide or regional significance which will take place during the school year 1946-47 has been compiled from information supplied to the office of the Superintendent of Public Instruction by the organizations responsible for these gatherings.

CALENDAR OF EDUCATIONAL MEETINGS

Dates	Organization	Place
September 6.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
September 27-29.....	California Home Economics Association, State Conference	Sacramento
September 27-28.....	California School Supervisors Association, Southern Section	California State Building, Los Angeles
September 29-October 1.....	California School Trustees Association, Annual Conference	U. S. Grant Hotel, San Diego
October 1.....	College and University Appointment Secretaries (evening)	San Diego
October 2-4.....	California State Curriculum Commission	San Diego
October 2-4.....	Annual Conference of California City, County, and District Superintendents of Schools, in conjunction with Association of California Public School Superintendents	Coronado
October 3-5.....	National Recreation Association, Western Division Conference	Santa Barbara Community Recreation Center, Santa Barbara
October 3-5.....	Future Farmers of America, State Convention	California Polytechnic School, San Luis Obispo
October 4.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
October 4, 5.....	California State Board of Education, Quarterly Meeting	Coronado
October 5.....	California Agricultural Teachers Association, North Coast Region	Willits
October 10, 11.....	California Association of Secondary School Principals, Affiliations Committee	University of California, Berkeley
October 12.....	California Association of Secondary School Principals, State Representatives Council	University of California, Berkeley
October 12.....	California Agricultural Teachers Association, Southern Region	Voorhis Unit, California Polytechnic School, San Dimas
October 12.....	San Diego State College Conference on Rural Education	San Diego State College, San Diego
October 15-19.....	California County Librarians, Annual Meeting	Coronado
October 16.....	California Association of Public School Business Officials, Northern Section, Monthly Meeting	Alpine Lodge Hotel, Oakland
October 16-19.....	California Library Association, Annual Meeting	Coronado
October 18, 19, 20.....	Association of California State College Instructors, Executives Council Conference	San Francisco
October 19.....	California Agricultural Teachers Association, Southern Coast Region	Salinas
October 19.....	California Council for Adult Education, Southern Section	Polytechnic High School, Los Angeles
October 20-23.....	Annual Conference on Direction and Improvement of Instruction and on Child Welfare, in Conjunction with California School Supervisors Association and California Association of Supervisors of Child Welfare and Attendance	Hilton Hotel, Long Beach
October 21-24.....	Future Farmers of America, National Convention	Kansas City, Missouri
October 26.....	California Agricultural Teachers Association, Sacramento Valley Region	Chico
October 26.....	Modern Language Association of Southern California, Incorporated	Hoover High School, Glendale
November 1.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
November 2.....	California Agricultural Teachers Association, Central Region	Lodi

CALENDAR OF EDUCATIONAL MEETINGS—Continued

Dates	Organization	Place
November 7, 8.....	Accreditation Committee of California State Board of Education	Fresno
November 8, 9 or 15, 16	California Association for Adult Education Administrators	Probably Fresno
November 9.....	California Agricultural Teachers Association, San Joaquin Valley Region	Fresno
November 10-12.....	West Coast Registrars Association	Sacramento
November 13.....	California Audio-Visual Education Association, State Conference (evening)	Glendale
November 16.....	California Audio-Visual Education Association	Glendale
November 14, 15.....	Southern California Curriculum Audio-Visual Education Workshop	Los Angeles City Schools
November 14, 15.....	California Junior College Federation, Annual Fall Meeting	Bakersfield Inn, Bakersfield
November 16.....	California Council of Research and Guidance Association, Southern Section	Rosslyn Hotel, Los Angeles
November 16.....	California Association for Health, Physical Education and Recreation, Southern Section, Annual Fall Conference	Los Angeles
November 20.....	California Association of Public School Business Officials, Northern Section, Monthly Meeting	Alpine Lodge Hotel, Oakland
November 22, 23.....	California Conservation Council	University of California, Berkeley
November 28-30.....	Western Association of Teachers of Speech, Annual Conference	Hotel Whitecomb, San Francisco
December 5, 6.....	California Conservation Council	University of California, Los Angeles
December 6.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
December 7.....	California Industrial Education Association, State Council Meeting (tentative)	Fresno
December 13, 14.....	California Teachers Association, State Council of Education	Los Angeles
December 18.....	California Association of Public School Business Officials, Northern Section, Monthly Meeting	Alpine Lodge Hotel, Oakland
January 3, 1947.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
January 10.....	Future Farmers of America, California State Executive Committee	Fresno
January 10-12.....	California School Supervisors Association, Southern Section	California State Building, Los Angeles
January 11.....	California Agricultural Teachers Association, Governing Board Meeting	Fresno
January 15.....	California Association of Public School Business Officials, Northern Section, Monthly Meeting	Alpine Lodge Hotel, Oakland
January 16, 18.....	California School Supervisors Association, Northern Section	Chico
February 7.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
February 15.....	California Agricultural Teachers Association, South Coast Region	Salinas
February 19.....	California Association of Public School Business Officials, Northern Section, Monthly Meeting	Alpine Lodge Hotel, Oakland
March 1.....	California Agricultural Teachers Association, San Joaquin Valley Region	Fresno
March 1-6.....	American Association of School Administrators	Atlantic City, N. J.
March 7.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles

CALENDAR OF EDUCATIONAL MEETINGS—Continued

Dates	Organization	Place
March 8.....	California Elementary School Principals Association, Northern Section, with staff members representing the State Department of Education	Chico State College, Chico
March 8.....	California Agricultural Teachers Association, Sacramento Valley Region	Chico
March, 4 days middle of March	California Association of Public School Business Officials, Annual Conference	Bay Region
March 15.....	California Agricultural Teachers Association, Central Region	Modesto
March 19.....	California Association of Public School Business Officials, Northern Section, Monthly Meeting	Alpine Lodge Hotel, Oakland
March 29-April 3.....	Grand National Junior Livestock Show	Cow Palace, San Francisco
March 30-April 2.....	Annual Conference of Elementary School Principals and District Superintendents of Schools, in co-operation with California Elementary School Principals Association	San Francisco
March 31-April 2.....	Association of California Secondary School Administrators, Annual Meeting	Southern California
March 31-April 2.....	California Society of Secondary Education, Annual Meeting of Board of Trustees, held in connection with Annual Meeting of Association of California Secondary School Administrators	Southern California
March 31-April 2.....	Western Association of Colleges and Secondary Schools, held in connection with Annual Meeting of Association of California Secondary School Administrators	Southern California
April 4.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
April 7-10.....	Annual Conference on Trade and Industrial Arts Education and Teacher Training	Sacramento
April 11, 12.....	California Teachers Association, State Council of Education	San Francisco
April 14, 15.....	California School Supervisors Association, Southern Section	California State Building, Los Angeles
April 16.....	California Association of Public School Business Officials, Northern Section, Monthly Meeting	Alpine Lodge Hotel, Oakland
April 26.....	Modern Language Association of Southern California, Inc.	To be determined
April 30-May 2.....	California Congress of Parents and Teachers, Annual Convention	Long Beach
May 2.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
May 2, 3.....	California School Supervisors Association, Northern Section	Chico
May 21.....	California Association of Public School Business Officials, Northern Section, Monthly Meeting	Alpine Lodge Hotel, Oakland
June 6.....	California Association of Public School Business Officials, Southern Section, Monthly Meeting	Los Angeles
June 16-28.....	California Agricultural Teachers Association, Summer Conference (tentative)	California Polytechnic School, San Luis Obispo

CONSTITUTION DAY, SEPTEMBER 17

September 17, 1946, will mark the one hundred fifty-ninth anniversary of the completion and signing in 1787 of the Constitution of the United States, and will provide an opportunity for consideration and discussion in the schoolroom to further the appreciation of this document, one of the most notable in modern history.

Constitution Day in 1946 is also being celebrated as the sesquicentennial of the publication in 1796 of Washington's *Farewell Address*, which stands with Lincoln's *Gettysburg Address* and *Second Inaugural Address* among the classics of American thought. Among other things, Washington said:

Be Americans. Let there be no sectionalism, no North, South, East, or West; you are all dependent one on another, and should be one in union. . . . Beware of the baneful effects of party spirit and of the ruin to which its extremes must lead. Do not encourage party spirit, but use every effort to mitigate and assuage it. Keep the departments of government separate, promote education, cherish the public credit, avoid debt. Observe justice and good faith toward all nations; have neither passionate hatreds nor passionate attachments to any; and be independent politically of all. In one word, be a nation; be Americans, and be true to yourselves. . . .

UNITED NATIONS WEEK, SEPTEMBER 22-28

Nation-wide observance of United Nations Week is scheduled to be held September 22 to 28 under joint sponsorship of the National Broadcasting Company, the American Association for the United Nations, and the National Education Association. The observance will be coincident with the first session of the United Nations Assembly.

More than eighty national organizations are assisting in various phases of the observance of United Nations Week. Schools as well as business, religious, and civic organizations are encouraged to participate.

In a letter to the American Association for the United Nations, President Truman said:

It is fitting that the American People should in this way mark the opening of the first session of the United Nations Assembly in this country. The plans for a United Nations Week promise an important contribution to public education about the United Nations. Only through an increased understanding of the United Nations and a resulting support of its purposes and principles can we establish the solid foundation of peace upon which we must all place our hope for the preservation of our civilization.

MATERIALS FOR AMERICAN EDUCATION WEEK

Educational interpretation is one of the major activities of American Education Week, November 10-16, 1946. Several new types of materials for use in observance of this week are available this year from

the National Education Association. They include radio scripts and recordings, a movie trailer, newspaper display mats, plays for elementary and high schools, Sunday folder for churches, brochures on health and safety, and leaflets on various topics for distribution at meetings.

The elementary school play, entitled *The Circus or the Jungle*, symbolizes the need of co-operation among nations. The play for junior and senior high schools, *America—Unlimited*, features the brotherhood theme. These plays are appropriate for use during the entire school year. They may be ordered direct from the N.E.A. at 25 cents each.

A quarter-hour radio script, *Deadline for Living*, deals with the general theme of Education for the Atomic Age. This is available at 25 cents. A set of seven 4½-minute radio scripts are available at \$1.00 per set or 15 cents each on the following daily topics:

1. Brotherhood Is Not Just a Word
2. World Security
3. New World—New Tasks
4. Community
5. School in the Backyard
6. Dollars and Sense
7. Safety—La Zelta Speaks!

Transcriptions including these topics and *Deadline for Living* are also available.

Information about these and other materials may be secured by addressing the National Education Association, 1201 16th St., N.W., Washington 6, D. C.

ANNUAL CONVENTION OF WESTERN ASSOCIATION OF TEACHERS OF SPEECH

The Western Association of Teachers of Speech will hold its annual convention in San Francisco on November 28, 29, and 30, 1946. This organization is concerned with all phases of speech education from kindergarten through university.

The program for the convention will include outstanding speakers from several states. Discussions and demonstrations will cover a wide range of topics and fields of research.

Hotel Whitcomb will be headquarters for the convention, and meetings will be held in the High School of Commerce, at Van Ness Avenue and Hayes Street. Detailed information concerning the program may be secured on request to Mrs. Mabel F. Gifford, Chief of the Bureau of Correction of Speech Defects, California State Department of Education, who is President of the Western Association of Teachers of Speech this year. Mrs. Gifford may be addressed at 502 California Building, 515 Van Ness Avenue, San Francisco 2, California.

PROGRESS TOWARD SCHOOL DISTRICT SURVEYS

Gilbert H. Jertberg of Fresno, chairman of the State Commission on School Districts, recently announced the appointment of the regional survey directors who will assist State Survey Director George H. Geyer. Dr. Geyer and his staff will supervise the survey of school districts by local committees whose duties will be to develop plans for the unification or other reorganization of such districts.

Regional survey directors to assist Dr. Geyer will be Elmer H. Staffelbach of San Jose, head of the Department of Education and Teacher Training at San Jose State College since 1935; Cecil D. Hardesty of Montebello, Superintendent of Schools in Montebello since 1939; and Richard B. Lewis of Glendale, faculty member of Glendale Junior College since 1935.

Dr. Staffelbach, a graduate of Stanford University, served as lieutenant colonel with the Army Air Forces from 1942 until his recent discharge. He will supervise the survey of school districts in Region One, including Del Norte, Humboldt, Mendocino, Sonoma, Marin, Lake, Napa, Solano, Contra Costa, San Francisco, San Mateo, Alameda, Santa Cruz, Santa Clara, San Benito, and Monterey counties; and in Region Three, including Yolo, Sacramento, Amador, Alpine, and the remaining counties of northern California.

Dr. Hardesty, graduate of the University of Southern California, served during World War II as lieutenant, senior grade, assigned as personnel relations officer at navy supply installations in Clearfield, Utah, and Stockton, California. He will direct the survey in Region Two, comprising San Luis Obispo, Santa Barbara, Ventura, Los Angeles, Orange, and San Diego counties; and Region Five, with Mono, Inyo, San Bernardino, Riverside, and Imperial counties.

Mr. Lewis, graduate of San Jose State College and Stanford University served during the war as lieutenant commander, assistant head of training film production for the Navy. He will assist in the Sacramento headquarters of the survey, and will direct activities in Region Four, which includes the San Joaquin Valley counties of San Joaquin, Calaveras, Stanislaus, Tuolumne, Merced, Mariposa, Madera, Fresno, Kings, Tulare, and Kern.

Nominations of professional and lay members of the five regional commissions will be considered at a meeting of the State Commission on School Districts, September 13, 1946, in the Hotel Claremont, Berkeley.

LOAN PACKETS ON PUPIL TRANSPORTATION

The United States Office of Education has announced the availability of eighteen different loan packets on pupil transportation. For convenience in studying specific problems, these materials have been grouped in packets under the headings listed below:

1. Laws Governing Transportation
2. Administrative Manual—Rules and Regulations of State Department of Education or General Information
3. School Bus Driver's Handbook or Manual
4. School Bus Driver's Record and/or Report
5. Annual Transportation Report of Local Unit to State Department of Education and Applications for State Funds
6. School Bus Inspection Form
7. Forms and Procedures Used in Purchase of School Buses—Instruction Sheet, Specification Sheet, Request for Bid, Bid Form, Contract Forms, etc.
8. School Bus Standards
9. School Bus Insurance—Forms Used—Information or Directives
10. Accident Report Form
11. Driver Tests—Used by Motor Vehicle Commission, State Department of Education or Other Examining Agency
12. Blank for Report on Physical Examination of School Bus Drivers
13. Courses of Study for School Bus Driver Training
14. Driver's Contract Blanks—Transportation Contract Statement of Requirements for Special Certificate
15. Blanks for Special Certificate for School Bus Driver—Statement of Requirements for Special Certificate
16. School Bus Driver's Safety Certificate or Awards
17. School Bus Record—Inventory Records, etc.—Other Forms Used by Local Units Such as Requisitions for Gas, Oil, Tires, Repairs, etc.—Bus Maintenance or Overhauling Check List—Supply Accounting Forms—Records, Reports, Financial Accounting Records
18. State Transportation Surveys or Annual Transportation Reports of State Department of Education

These packets may be borrowed upon application to the U. S. Office of Education, Washington 25, D.C. Persons who borrow them are requested to return them two weeks after the date received or to notify the United States Office of Education of the additional time they will be needed. If all packets on a given topic are out at the time a request is received the applicant will be notified and his name will be placed on the list to receive a packet as soon as it is returned.

BOOKS FOR THE PHILIPPINES

A few weeks ago the Governor of California received an appeal from the Philippine Islands which was forwarded to the Superintendent of Public Instruction and is reproduced below so that the opportunity to share educational materials may be as widely publicized as possible. This letter is typical of many which have come from areas ravaged by the war.

In this connection attention is directed to the recent action of the California State Board of Education regarding regulations for the disposal of obsolete state textbooks (see page 246).

Magalang, Pampanga
Philippine Islands
May 22, 1946

The Governor
State of California
U. S. A.

Sir :

The students of the Magalang Institute, Province of Pampanga, P. I., are appealing to the benevolence of the student body of the State of California through your office for aid in the form of books, magazines suitable for high school students, and simple laboratory equipment such as test tubes, etc., for General Science, Biology, and Physics. We would have not made this appeal for help were it not for the sad fact that our laboratory and library equipment were completely destroyed by the Japanese during their four years occupation of our country.

It is true that some of the most important books and magazines and laboratory equipment can be secured from the market, but the price is so high that it is not within the reach of the average capacity of our parents, so we would appreciate it very much if you would share some of your old books, magazines, and laboratory equipment. We are not very particular so long as we have something to use in our studies, for "beggars can't be choosers."

Our country will soon be free, yet our loyalty to Mother America will be stronger than ever. That loyalty, that fighting spirit of eighteen million Filipinos was superbly demonstrated when Bataan fell.

In the future, if and when Mother America gets involved in any undertaking, and our assistance is needed, you will find the Filipinos not wanting in any respect and under whatever circumstances.

Yours very gratefully,

MAGALANG INSTITUTE

By ROSA M. NAGUIT, Teacher in Charge

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- BURNS, SAMUEL T. *Harmonic Skills Used by Selected High School Choral Leaders.* Contributions to Education, No. 905. New York: Bureau of Publications, Teachers College, Columbia University, 1945. Pp. viii + 116.
- LAMKIN, NINA B. *Health Education in Rural Schools and Communities.* New York: A. S. Barnes and Company, 1946. Pp. xiv + 210.
- LA SALLE, DOROTHY. *Guidance of Children through Physical Education.* New York: A. S. Barnes and Company, 1946. Pp. xii + 292.
- Library Books Helpful in Planning Units of Work in the Elementary Schools.* Prepared by Bureau of Libraries. Brooklyn 2, New York: Board of Education of the City of New York, 1946. Pp. 38.
- Music in the Elementary School: A Manual of Music Activities for Kindergarten Through the Sixth School Year.* Curriculum Bulletin 1945-46, No. 3. A publication of the Board of Superintendents. Brooklyn 2, New York: Board of Education of the City of New York, 1946. Pp. viii + 112.
- PARTCH, WALLACE T. *Peace in Our Time?* A paper presented to the Outlook Club of Oakland, California, December 6, 1945. San Francisco 1: Federal Union, Inc., Northern California Chapter, 1946. Pp. 24.
- PRESS RESEARCH, Inc. *Postwar Jobs: A Guide to Current Problems and Future Opportunities.* Washington: Public Affairs Press, 1945. Pp. ii + 212.
- Proceedings of the Nineteenth Annual Convention of the California Association of Public School Business Officials* (San Diego, California, March 13-16, 1946). California Association of Public School Business Officials (T. L. McCuen, Secretary, Kern County Union High School District, Bakersfield, California), 1946. (Mimeographed.) Pp. 120.
- Rural Schools for Tomorrow: Yearbook of the National Education Association, Department of Rural Education, 1945.* Sponsored by the Commission on Rural Education and the War, edited by Julian E. Butterworth. Washington: National Education Association, 1945. Pp. 152.
- RUSH, CHARLES E., ed. *Library Resources of the University of North Carolina: A Summary of Facilities for Study and Research.* University of North Carolina Sesquicentennial Publications. Chapel Hill, N. C., The University of North Carolina, 1945. Pp. x + 264.
- The Veteran and Higher Education: A Report to the President by the Director of War Mobilization and Reconversion.* Washington: U. S. Government Printing Office, 1946. Pp. vi + 40.
- VOORHEES, OSCAR M. *The History of Phi Beta Kappa.* New York: Crown Publishers, 1945. Pp. xii + 372.
- WESTERN PERSONNEL SERVICE. *The Carrier Traffic Manager: A Transportation Specialist: An Occupational Brief.* Pasadena, California: Western Personnel Service, 1944. Pp. 28.
- WILLS, W. DAVID. *The Barns Experiment.* London: George Allen and Unwin, Ltd., 1945. Pp. 148.